

This is a personal sample of an IDU. This is not an official IB document.

Teacher(s)		Subject groups	Language & Literature (English)	Individuals & Societies	
Unit title	Displaced People	MYP year	MYP2	Unit duration	10 weeks

Inquiry: Establishing the purpose of an interdisciplinary unit

Purpose of Integration:	<i>As internationally-minded global citizens, we want to understand this global issue (displaced peoples) from the different disciplines and realize that someone needs to be responsible and take meaningful action.</i>
Key and Related Concepts:	CHANGE / Identity, Choice, Genre
Global Context:	Identities & Relationships <ul style="list-style-type: none"> • Identity formation, self-esteem, status, roles and role models • Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind
Statement of Inquiry:	External and internal influences change the personal identity of displaced people.
Inquiry Questions:	<p>Factual: What factors lead people to leave their homes?</p> <p>Conceptual: How does displacement change personal identity?</p> <p>Debatable: Do external or internal factors have more influence on personal identity?</p>
Summative assessment - interdisciplinary performance(s) of understanding	<p>1. Ideogram (digital mind-map or paper poster) that shows understanding of statement of inquiry. Everything posted on the ideogram (photos, quotes, definitions, questions, statements, diagrams, personal reflections, time-lines) must be clearly connected to the statement of inquiry, in particular the concepts of change and identity. If needed, students can paste the statement directly in the middle of their ideogram. This task will be graded on IDU criteria A, C</p> <p>2. Unit reflection - Students will look for evidence on their Ideogram of where they synthesized disciplinary knowledge, then they will explain that in an interview with the teachers. Students and teachers will build a list of strengths and limitations of the interdisciplinary learning process which students will then evaluate the points of. Finally students will select two situations to write about, one where the disciplinary and interdisciplinary knowledge was a benefit, and one in which the knowledge was a limitation. This task will be graded on IDU criteria B and D</p>

Approaches to Learning	<p>V. Reflection Skills - (Re)considering the process of learning * must be built-in throughout unit, not just at the end</p> <p>VIII. Critical Thinking Skills - Analysing and evaluating issues and ideas * analyzing through different sources (interviews, videos, etc.)</p> <p>X. Transfer Skills - Using skills and knowledge in multiple contexts * an explicit focus for an IDU, comparing conceptual understanding across multiple subjects</p>
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